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ABSTRACT

Findings of a study that examined the nature of transformational leadership in 10 Canadian secondary schools are presented in this paper. Interviews were conducted with all of the principals and vice-principals and a sample of department heads in 10 secondary schools identified as successful in implementing change. This paper presents findings from two of the schools, both located in Ontario. Findings indicate that in both schools, there were many leaders involved with change initiatives and that leadership was not tied to any level or position. The following practices associated with transformational leadership were exhibited: identifying and articulating a vision; providing an appropriate model; fostering the acceptance of group goals; setting high performance expectations; providing individualized support; and providing intellectual stimulation. Principals and department heads played the most visible leadership roles, while vice-principals tended to support change as embedded in the efficient operation of the school. Overall, teachers' interests focused on their classrooms. Change initiatives in both schools were influenced by external influences, such as the school board, the community, and the provincial Ministry. Two figures and one table are included. (Contains 51 references.) (LMI)

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LEADERSHIP FOR CHANGE IN SECONDARY SCHOOLS: A TEAM EFFORT

by

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INTRODUCTION

Kanter (1983) refers to the 1960s - 1980s as "a transforming era" in the design of organizations, and compares the factors influencing the design of organizations in that period with those that influenced the design of organizations in the 1890s - 1920s, a period she sees as "the formative era for the traditional industrial corporation", (p.42). She found:

> The turn-of-the-century labor force was largely uneducated (in the formal sense), less skilled, often immigrant, with high turnover and high labor conflict. The distinction between workers and managers was one not only of task but also often of language and social class. Production tasks were quite straightforward: moving objects, assembling mechanical devices, adjusting machinery, and using sheer physical energy. (p.42)

By contrast, in the 1960s - 1980s she found: "Educated, sophisticated career employees; complex and intellectual tasks; electronic and biological technologies; organic views, multiple causes and effects; fluid markets and supplies; overlap between workers and managers" (pp.42-43). She concludes that, "we cannot use the organization of the 1890s to solve the problems of the 1980s" (p.43). Five years later, she writes, "Clearly, the bureaucratic pattern has to go. But what do we replace it with?" (Kanter, 1989,p.309).

Discussions on replacements for the bureaucratic model for organizations are not new. One of the earlier forms would be McGregor's Theory Y (McGregor, 1960/90), which attempts to integrate individual and organization goals. The eighties has seen numerous works which propose new forms of organization.[1] Such works have created a great deal of interest, for they are accounts of some of the largest, most successful international companies, such as General Motors, Chrysler, and IBM.

There is little doubt, then, that as Louis and Miles (1990)

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[1]Notable examples of such works include: Peters & Waterman, 1982; Kanter,1983 & 1989; Ouchi,1981; Hickman & Silva,1984; Peters & Austin,1985; Bennis & Nanus,1985; Bennis,1989; Vaill,1989.

point out, "there is uneasiness in the general administration and management literature with the dominant models of how to organize", and "most organizations -- and particularly schools -- do not look like the rational, predictable, well-controlled settings that the textbooks on planning and administration tell us they should be" (p.19). They conclude that "those that are now emerging as most effective and adaptive organizations are designed very differently from the norm of even the recent past" (p.19).

THE SIGNIFICANCE OF THE STUDY

As Louis and Miles (1990) comment, " If we believe that new ways of organizing will work better, we can also predict that tried-and-true administrative practices probably won't lead to effectiveness in the 1990s, much less in the twenty-first century" (p. 19). As they, and others, point out, administrators are having to cope with new terminology and new concepts of leadership: "institutional renewal", "school culture", "empowerment of teachers", "restructuring", "site-based management", and the principal as "collaborative leader". The problem is, however, as Louis and Miles (1990) point out, is that few "have discussed how these new ideas relate to school systems, or how they may affect the role of the school administrators" (p.19).

The work that has been done has mostly concentrated on the elementary school. Despite the emphasis placed on more "organic" forms of management, which involves "supportive forms of administrative leadership, participative forms of organizational decision-making, and increased teamwork" (Rowan, Raudenbush, and Kang, 1991, p.239), little is actually known about the conditions that support such forms in high schools. The NASSP Report on high school leaders notes: "The high school principalship has been linked in recent years to school effectiveness and collaborative leadership approaches in the educational literature. Little research exists, however, on the formative processes of effective leadership" (Pellicer et al., 1990, p.52).

New leadership ideas, if implemented, will dramatically affect

the role of the principal, other administrators, specialists, and teachers. It will mean wide use of administrative teams and advisory committees, yet, "There is no standard version of the administrative team concept", and what little literature does exist is "largely composed of single school efforts or of conceptual treatments discussing how schools might employ teams" (Pellicer et al., 1990, p.18).

What is needed is more clarity on "the nature of the social interactions between leaders and other members of the school organization, in particular, which build commitment and enhanced capacities for change" (Leithwood, Jantzi, & Dart, 1991, p.34). This study was an attempt to help meet that need and to contribute to a developing theory of transformational leadership in education.

CHANGING VIEWS OF LEADERSHIP IN ORGANIZATIONS

Kanter (1983,1989) after extensive examination of the major corporations in North America, describes them as taking on a different shape: they are flatter and leaner organizations that have trimmed away the layers of middle management; they are more specialized, "focused on doing only those things in which it has competence" (p.115); they have a more "horizontal" organization, in which there is cooperation, collaboration, and communication between divisions, departments and units. Kanter (1989) views the change as the "triumph of process over structure" in that "relationships and communication and the flexibility to temporarily combine resources are more important than the 'formal' channels and reporting relationships represented on an organizational chart" (p.116). New world conditions require these newer organizations to respond quickly and with flexibility so "what is important is not how responsibilities are divided but how people can pull together to pursue new opportunities" (Kanter, 1989, p.116). To survive, organizations have to "develop the capacity to change, learn, and adapt quickly and decisively" (Krantz, 1990, p.53). This requires new forms of leadership.

For Bennis and Nanus (1985), leadership is "the pivotal force"

(p.3) behind the creation and survival of organizations, necessary "to help organizations develop a new vision of what they can be, then mobilize the organization change toward the new vision" (p.3). This, however, will require a new type of leader:

> The new leader ... is one who commits people to action, who converts followers into leaders, and who may convert leaders into agents of change. We refer to this as "transformative leadership". (p.3)

It is on "transformative leadership", or transformational leadership as it is more commonly called, that I will now focus, as a form of leadership needed for change.

Transformational Leadership

Burns' Theory of Transforming Leadership

Like most other writers on transformational leadership, Bennis and Nanus (1985) based their work on the earlier writing of James MacGregor Burns. Burns (1978) defines transformational leadership as:

> The transforming leader recognizes and exploits an existing need or demand of a potential follower. But, beyond that, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. (p.4)

The idea "that leadership is interpersonal, that leaders cannot be seen in isolation from followers" (Burns, 1984, vii) is central to understanding Burns' view of transforming leadership. In this process, Burns (1978) sees purposes of leaders and followers, which "might have started out as separate but related", becoming "fused", as "power bases are linked not as counterweights but as mutual support for common purpose" (p.20). As Yukl (1989) observes:

> For Burns, transformational leadership may be exhibited by anyone in the organization in any type of position. It may involve people influencing peers in any type of position. It

> may involve people influencing peers and superiors as well as subordinates. It can occur in the day-to-day acts of ordinary people, but it is not ordinary or common. (p.210)

As Burns (1984) himself states, "transforming leadership carries grave but always recognized moral implications" (p.vii). The result of such leadership is to raise "the level of human conduct and ethical aspirations of both leader and led, and thus it has a transforming effect on both" (Burns, 1978, p.20). Such leadership is seen by Burns as "dynamic leadership in the sense that the leaders throw themselves into a relationship with followers who feel 'elevated' by it and often become more active themselves, thereby creating new cadres of leaders" (p.20).

Viewing leadership as a process rather than a set of discrete steps, Burns (1978) describes it as "a stream of evolving interrelationships in which leaders are continuously evoking motivational responses from followers and modifying their behaviour as they meet responsiveness or resistance, in a ceaseless process of flow and counterflow" (p.440). Within this stream, leadership can be either transforming or transactional. The latter is characterized by appeals to the followers self-interest, but there is no "enduring purpose" that holds them together: "a leadership act took place, but it was not one that binds leader and follower together in a mutual and continuing pursuit of a higher purpose" (p.20).

The Work of Bass & His Associates

Bass (1985), using Burns' work as his point of departure, has had considerable influence on the current research on transformational leadership. Acknowledging that "breakthroughs come slowly in leadership practice, theory, and research" (p.xiii), he nevertheless argues that, "a shift in paradigm is in order", that the time has come to go beyond thinking of leadership in transactional terms, that, "another concept is required to go beyond these limits" (p.xiii). Bass' point is that "To achieve follower performance beyond the ordinary limits, leadership must be

transformational. Followers' attitudes, beliefs, motives, and confidence need to be transformed from a lower to a higher plane of arousal and maturity" (p.xiii).

Bass' reference to the needs of this time is directly related to the changes required of organizations in a postmodern era. Lower order changes, such as experienced in more stable conditions, can, Bass (1985) maintains, "be handled adequately by the current emphasis on leadership as an exchange process, a transactional relationship" (p.4). Higher-order changes, however, call for "an accelerated increase in effort and/or a change in the rate in which a group's speed and accuracy are improving" (p.4), and "may involve large changes in attitudes, beliefs, values, and needs" (p.4). These are the changes which lead to "quantum leaps in performance" (p.4), new paradigms, new contextual frameworks. The old models of transactional leadership do not suffice here, "The higher order of change calls for something distinguishable from such an exchange relationship -- transformational leadership" (p.4).

The challenge for Bass and his associates[2], as well as for all others interested in understanding transformational leadership, is to demystify how leadership contributes to "performance beyond expectations" (Bass, 1985), why members of organizations do more than they might reasonably be expected to do. The work which Bass has led examined behavioral components of both transactional and transformational leadership, seeking to determine their relationship to both expected performance and performance beyond expectations. Emerging from their studies were three transformational factors: charismatic leadership (which includes inspirational leadership), individual consideration, and intellectual stimulation; and two transactional factors: contingent reward and management-by-exception (which they defined as

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[2]Those directly involved with Bass includes:Avolio & Bass, 1988; Bass & Avolio, 1989; Bass, Waldman, Avolio, & Bebb, 1987; Yammarino & Bass, 1990. Podsakoff,MacKenzie, Moorman, & Fetter, 1990 is also included as they build directly unto the work of Bass and his associates.

intervening only when something went wrong). Their research with different kinds of leaders, including educational administrators, support the conclusion that "extra effort by subordinates, perceived unit effectiveness, and subordinate satisfaction were more highly correlated with the transformational factors than with transactional factors" (Bass, 1985, p. 32).

Bass' and Burns' ideas on transformational leadership are similar in many respects, but there is one fundamental difference which Bass (1985) explains:

> Burns saw the transformation as one that was necessarily elevating, furthering what was good rather than evil for the person and the polity. For Burns, Hitler was not a transformational leader....For us, Germany was still transformed, although the leadership itself was immoral, brutal, and extremely costly in life, liberty, property, and the pursuit of happiness to his victims, and in the long run, to his "Master Race". (p.21)

Bass' (1985) argument is that "we put the emphasis on the observed change in followers and argue that the same dynamics of the leaders' behaviour can be of short- or long-term benefit or cost to the followers" (p.21). What matters to Bass is "that followers' attitudes and behaviour were transformed by the leader's performance" (p.21). He concludes:

> Burns puts his emphasis on whether society ultimately benefits from the leader's actions. The actions are transformational only if society benefits from them. But from our point of view, the transformational leadership is not necessarily beneficial leadership. The actions can be costly to all concerned rather than beneficial" (p.21).

Key Practices Associated with Transformational Leaders

All theorists see transformational leadership as multidimensional. Six practices currently accepted as being associated with transformational leadership, summarized by Podsakoff et al. (1990), and adapted to a school context by Leithwood, Jantzi and Dart (1991) include:

* Identifying and Articulating a Vision -- Practices on the part of the leader aimed at identifying new opportunities for his or her school, and developing, articulating, and inspiring others with his or her vision of the future.

* Providing an Appropriate Model -- Practices on the part of the leader that sets an example for teachers to follow that is consistent with the values the leader espouses.

* Fostering the Acceptance of Group Goals -- Practices on the part of the leader aimed at promoting cooperation among teachers and assisting them to work together toward a common goal.

* High Performance Expectations -- Practices that demonstrates the leader's expectations for excellence, quality, and/or high performance on the part of teachers.

* Providing Individualized Support -- Practices on the part of the leader that indicates that he/she respects teachers and is concerned about their personal feelings and needs.

* Intellectual Stimulation -- Practices on the part of the leader that challenges teachers to re-examine some of their assumptions about their work and rethink how it can be performed. (p.9)

This description makes it clear that transformation leadership is concerned with values, beliefs, norms, goals, feelings. This leads us into the field of organizational culture.

Organizational Culture and Leadership

There are many definitions for organizational culture. There are informal and simple definitions, such as: "The way we do things around here" (Deal & Kennedy, 1882,p.4); "the way things are", it provides "the contextual clues necessary to interpret events, behaviours, words, and acts--and gives them meaning" (Corbett, Firestone & Rossman, 1987, p.37); "the way we do things and relate to each other around here" (Fullan & Hargreaves, 1991, p.37). However, the formal definition provided by Schein (1985) provides the most comprehensive definition:

> A pattern of basic assumptions--invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration--that has worked well enough to be considered valid and, therefore,

> to be taught to new members as the correct way to perceive, think, and feel in relation to these problems. (p.9)

Although Schein's definition is widely used, there is still need for refinement. Hargreaves and Earl (1990), in their clarification of school culture, distinguish between the content and the form of the culture:

> The content of a culture is made up of what its members think, say, and do. The form consists of patterns of relationships between members of the culture--relationships which may take the form of isolation, competing groups, and fractions, or broader attachment to a community, for instance. (pp.31-32)

Due to the popularity of the work by Deal and Kennedy (1982), elements to analyze the content of a culture have become well known. These elements include values, norms, assumptions as well as heroes[3] rites and rituals. Their work also introduced a cultural network composed of "spies, storytellers, priests, whisperers, and cabals" (p.86).

Useful as these concepts may be in analyzing school culture and leadership, it is also important to consider forms of the culture. Work by Hargreaves (1990) and Little (1990) suggests that a form of school culture which Hargreaves refers to as "contrived collegiality" (1990), may, at its best, be "a useful phase in the move towards more collaborative relationships between teachers"; at its worse it may be "little more than a quick, slick administrative surrogate for more genuinely collaborative teacher cultures" (Hargreaves, 1990, p.19).

Little's work reveals how an understanding of the culture of an organization is necessary in analyzing leadership. In her study of norms of collegiality in teaching (1982), for example, she identifies norms within a school's shared technical culture which indicate collaboration amongst teachers: "teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practice"; "teachers are frequently observed and

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[3]Heroes are defined as "pivotal figures in a strong culture" (p.37).

provided with useful (if potentially frightening) critiques of their teaching"; "teachers plan, design, research, evaluate, and prepare teaching materials together"; and "teachers teach each other the practice of teaching" (p.331). Using these indicators in their research on transformational leadership, Leithwood and Jantzi (1990) showed how school administrators used six broad strategies to influence the school culture. Such studies support the view of leadership as an integral part of culture creation, evolution, and transformation (Schein, 1985, p.316); or as Sergiovanni (1984) maintains, "Leadership acts are expressions of culture" (p.106).

There is a need for further research in this area. Most of the questionnaire research up to this time has identified leader behaviour from the experience of followers. Also needed, as Yukl (1988) points out, are interviews to find out "what leaders actually do to transform followers" (p.224).

THE METHODOLOGY

This paper is a report on a study which sought to answer the following research questions:

1. What is the context for leadership in secondary schools? The external environment, the internal school structure, and the change initiatives themselves were described and its influence on leadership examined.
2. What forms of leadership were exercised by different groups or individuals? Leadership practices of the principal, the vice-principals, the department heads, and the teachers as well as groups, such as the administrative team, school committees, staff meetings, and departments were examined, with particular emphasis on the leadership surrounded the change initiatives within the school.

The Data Collection

The study was part of a larger research project, involving the Centre for Leadership Development and three doctoral students, under the direction of the Director of the Centre. The conceptual framework for transformational leadership and the design of the

study developed collaboratively, with two research officers and the director from the Centre for Leadership Development, and the three doctoral students meeting and working together. The study investigated transformational leadership in ten secondary schools in one large urban board. Various theorists have argued that leadership needs to be examined in its context (Riley,1988,p.83; Krantz,1990,p.53) rather than pulled out and studied in isolation. Like Tierney (1990), the assumption behind this study of leadership is that "leadership is grounded in the contextually specific practices and discourses of the organization's culture" (p.16). Therefore, each site was visited on several occasions and interviews provided the main source of information.

The Sample Selection

The ten secondary schools were nominated by a superintendent in the Board who saw all ten as being successful in implementing multiple changes. All ten schools, then, could conceivably be sites where transformational leadership was evident. Although the fact that these schools were all within the same district meant that there were many commonalities, there were also major differences which provided different challenges. The sample, for example, includes: schools with strong, academic collegiate programs; schools which are almost exclusively adult learning centres; specialized schools that cater to special needs; and schools which reflect a broad range of socioeconomic and ethnic conditions.

The Principals' Interviews

Although this study looked for all aspects of leadership within the secondary school, the research on the principal's role in educational change leaves no doubt but the role of the principal is an important one.[4] The principal of the school was interviewed four times in the overall study. These interviews were recorded, transcribed, and analysized. The first interview studied the

[4]See Fullan, 1991; Louis & Miles, 1990; & Leithwood, Begley & Cousins, in press.

principal's individual problem-solving strategies, the second the principal's group problem solving processes, and the third, at the conclusion of all interviews in the school, was used to clarify and to seek new information when necessary to close gaps. In the scend interview, on group problem-solving skills, each principal was interviewed for approximately one and one-half hours, using a method of interviewing called stimulated recall, a method of interviewing has been used in previous studies by Leithwood and Steinbach (1989) and Leithwood, Dart, Jantzi and Steinbach (1990).

Interviews--Administrative Team, Department Heads & Others

The main source of data for this study came from interviews with all the vice-principals and a sample of department heads in each school[5]. Each person was interviewed separately for approximately one hour. The interview protocols developed for Administrative Team Members and Department Heads focused on the two main research questions. The intent was that the emphasis during the interview would be to collect whatever information was needed to answer the general research questions, so opportunities provided by chance remarks or insightful comments were pursued. The protocols were designed to help in that intent, rather than structure the interview in a rigid fashion. The questions under each general question were meant to be used as suggestions and guidelines, to be used as needed and when helpful.

The Analysis of Data

The data was analyzed using the steps outlined by Woods (1986). These are: 1. Speculative analysis. "Tentative reflection, perhaps revealing major insights, that is done throughout the data collection" (p.121); 2. Classifying and categorizing, or the creation of major categories within the data. 3. Concept formation which Woods sees as involving the creation of models, typologies, and theory, in this case contributing to a more fully developed theory of transformational leadership in education.

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[5]In some schools other school leaders involved in change will also be interviewed.

THE RESULTS

This paper will report on some of the findings in two of the schools. The schools will be briefly described, there will be a very brief summary of the influence of the external context (the community, the provincial Ministry, and the School Board), so the major focus will be on what was actually happening in the schools.

The Schools

The schools have been given the names Dedication Collegiate Institute and Intelligentsia Collegiate Institute, the latter terms indicating the academic emphasis in the curriculum provided in the schools, and the first name indicating a predominant characteristic of the school. These two schools could not be more unalike in many ways, as Table 1 indicates:

Insert Table 1 here

The schools draw from very different communities, one having a high socio-economic status (SES), the other a low socio-economic status. The students reflect this difference, with Intelligentsia students being highly motivated and largely university bound, while many of the Dedication students are struggling to re-establish their lives in a new country. Not surprisingly, in Intelligentsia there is high parental involvement, in Dedication there is low. Intelligentsia is filled to capacity, with students on a waiting list to get into the school, while Dedication is fighting for its survival, feeling the pressure to attract students so that there can be a wider range of course offerings. The principal of one school is male, the principal of the other is female, a difference that raises interesting questions about some leadership practices observed. The staff of one school is much smaller than the staff of the other, and the change initiatives within the school are very different. The internal structure of each school is also very different, for Intelligentsia is much more hierarchical than is apparent at Dedication, with the Heads' Association a power force of "the critical players". Dedication appears to be flatter, much

less an established hierarchy. To describe his position in the school, the principal of Dedication C.I. uses the image of an inverted triangle, with himself being the point.//Figures 1 and 2 provide a graphic illustration of this different structure.

Insert Figures 1 & 2 here

The External Context and Its Influence on School Leadership

The Provincial Ministry of Education

Both schools are located in the Canadian province of Ontario, so both come under the juristication of the Ontario Ministry of Education. The Ministry influence was obvious in both schools through common concerns and interests in: de-streaming, a Ministry plan to eliminate the current practice of streaming students in grade nine; funding available from the Ministry for special projects, and the need to tie change initiatives within the school into proposals to obtain such funds; Ministry curriculum guidelines, ensuring that they were followed and that program requirements were met.

The decision to fund Roman Catholic Schools in Ontario had a profound effect on Dedication C.I. for it meant a sudden drop in enrolment, as the school lost about two hundred students to the Catholic system. Always one of the smaller schools within the Board, this decline threatened the school's very survival. This situation led to the school becoming entrepreneurial in its approach to attracting students to the school: " We are a very small school and because we have to compete with another public secondary schools around us and separate schools, there is a need to identify and develop magnet programs and we've done that".

The School Board

Both schools are operated by a public school board, which will be called the Progressive Board of Education. The Board has a number of practices and programs that directly affect each school and which has profound influence on the leadership within the school. These include:

1. The selection, training, appointment, and transfer of administrators.
2. The allocation of units for positions of responsibility (PORs), to be used for positions such as department head, assistant head, or coordinator os a special program. There is an expectation that these people will be school leaders rather than merely department leaders.
3. A vision/sense of direction. The Progressive Board of Education has a mission statement that reads: "It is the mission of the Progressive Board of Education to empower every student to learn, to achieve success and to participate responsibly in a pluralistic, global society". This mission statement guides the Board and the schools under its jurisdiction.
4. A strategic plan. The Board has its own strategic plan to help it reach its mission which was created with input from all schools. This plan has broad goals and objectives which are expected to guide all schools under their jurisdiction. They also expect each school to develop their own school plan, which is consistent with the Board plan.
5. The Supervision for Growth (S4G) Plan. The Board has a teacher evaluation plan that is based on a model of professional growth. The Board assumes responsibility for the implementation of this plan through providing training for school-level trainers for S4G. The plan is also linked to the school plan since teachers decide on their own areas of personal growth, partially based on the school plan and partially on their own personal choices.
6. Consultants and resource people. The Board provides superintendents, consultants and resource people to schools. In both schools, such people were identified as helpful in thinking through or implementing new ideas. In both schools their help was accepted as long they were perceived as helping and not taking over, or as long as the decision-making of the specific change stayed with the school.

7. Board-wide committees. Both schools made reference to various board-wide committees that teachers or administrators served on: department heads participated in subject specific committees, such as the Board's English Leadership Council; others participated in Board committees on current issues, such as Racism; the principals referred to the value of regular monthly principals meetings. All such committees were seen as important sources of professional information and places to develop networks.
8. Board sponsored workshops. The Progressive Board sponsored workshops on different topics of interest to teachers. An example of one such series of workshops was on the Arts across the curriculum.

Each of these seven practices or programs affected the leadership provided in the schools and had a direct impact on changes which were being implemented.

The Community.

The contrast between the communities served by the two schools, Intelligentsia and Dedication, is startling and dramatically illustrates the effects that the community has on leadership within the school. In both schools, the school leaders respond to the needs of the students and parents, and the change initiatives they undertake reflect these needs.

In Intelligentsia, parents want their children to attend and they expect a strong academic program: "They come because of the academic reputation, but also because this is predominantly a Jewish school. And they come to be at school with other kids from their culture. And I believe that maybe the social aspect of it is even stronger than the academic".

Added to this is the fact that many parents are themselves graduates of this school. All of these factors contribute to the school's community having "a tremendous degree of confidence in this school", of parents feeling a sense of pride and ownership about it. When introducing initiatives such as outcomes-based education, the principal believes that she will have the support of

this community as long as she communicates well: "I think if we are able to communicate sensibly and that is, if we are clear enough ourselves and committed to it, we will be able to manage with the community". The administration is aware, however, that changes may indeed be questioned and their necessity challenged. The principal sees this as positive: "I think that in schools where you know your clientele is going to challenge you on what you are doing, it keeps you honest", and it also makes her more aware of the need to keep the community well informed.

At Dedication C.I. the community influence is quite different. Cultural differences, language difficulties, needy families, all contribute to a school -- community relationship where parental involvement is low and needs are great. The staff's attempts to meet these challenging needs prompted the name "Dedication C.I.", for leaders in the school seem to be dedicated to meeting these needs. Wendy, the only fulltime teacher and department head in Visual Arts became involved in the Communications Technology initiative (prior to this the Integrated Arts), partly because of her discipline area, but as well because of a strong sense of nationalism, which includes a strong commitment to the multi-cultural community the school serves. The needs of students for whom English is a second language prompted Wendy to design courses to help them communicate better, through technology and art:

> And that's a whole new challenge, ... their scope of English language is very narrow. The program must be very good for them because it allows them to communicate in ways other than words....

The other main change initiative at Dedication C.I., International Studies, is another program that grows out of concern for the students and the multicultural community the school serves. The Head of that program, Grant, has strong links with the local community, and is involved with fundraising projects with the Parents Association, running "bingo nights" in a local bingo hall. The Program itself reflects the ethnic roots of the school's population, in its course offerings in languages and cultural

studies.

The Internal Context & Its Influence on School Leadership

The two schools in this study, although alike in that they have the same administrative structure (principal, two vice-principals, departments with heads and assistant heads, committees), are very unalike in how these operate within each school. (See Figures 1 and 2 for a graphic illustration of this difference). In Intelligentsia C.I., the levels within the educational hierarchy were always present, with explicit references made to four levels of educational decision-making: Ministry, Board, Principal, and School. Within the school, those with positions of responsibility (approximately one-third of the teaching staff) were collectively referred to as "Heads", they had formed their own Heads' Association, and this group was recognized by the principal as "being the front line of curriculum management in the schools", with the rest of the teaching staff aligned within department. In Dedication C.I., there was little sense of an hierarchy. There was recognition of the presence of the Ministry and Board, but not as part of a hierarchy as much as part of a support system. There was difficulty in distinguishing between heads and teachers, as many heads were also fulltime teachers. The principal saw his role as at the bottom, not the top of an hierarchy: "We really need to keep in our mind the inverted triangle, not the one with the point at the top, but with the point at the bottom, if I were to be that point". Keeping these differences in mind, the role of the principal, vice-principals, and those with positions of responsibility will be examined, as well as the role of groups, such as the Heads' group, the departments, staff meetings, and committees.

The Principal

The principals at both schools played many different roles. In this paper, only seven of these roles will be discussed, selected on the basis of what appeared to be particularly influential in these two studies. These included:

Staff facilitator. Both principals saw their most important

role as that of supporting the work of teachers in the classroom with students. Using the image of the inverted triangle, the principal of Dedication C.I. explained his role in this regard:

> I do have to stand up and be responsible. I am the principal. But not because I sit on some kind of a pinnacle, it's because I'm using the majority of my time to work in that kind of supportive, professional development, professional service, curriculum development, curriculum delivery role, to the teacher in the classroom with the students.

Problem solver. An important role as seen by both principals was that of problem solver. For both, problem solving was seen as a process requiring time because it involved groups of people working together, "a group of teachers with different backgrounds, different areas of concern, different areas of expertise and different personal opinions". Such groups "need to do a lot more talking to align themselves", not to all think alike but "to align themselves in the same direction". Both admitted that at the start, there is a general knowledge that problems exist, but that "clarity and focus is really not there". They both feel they are often working in a "swampy" area, that many aspects of the problem are "fuzzy", but they see this as natural and normal. They see themselves as principals working within this process, being clear on the general nature of the problem, and clear on their own role, which was described by one as: "To protect and provide the resources and to try and help them accomplish and keep on track and to bring in help when it is necessary". When the problem involves designing a project that meets school needs and also the criteria set out by the Board or the Ministry of Education, as was the case in Dedication C.I., part of the principal's role becomes that of find the right balance between the time needed for the group to find the solution, and the timelines externally imposed.

Administrative decision-maker. Solving problems in a collaborative way, as described above, did not remove the responsibility of administrative decision-making at times. Both principals relied heavily on others, especially their vice-principals but also other school leaders, but both recognized that

they have the authority to make decisions as part of their administrative role, although they prefer that they be consultative. There was also evidence of two categories of decisions: those purely administrative in nature which there is a general feeling that the principal alone can make, although in these schools they seemed to be always shared within the administrative team and sometimes with others as well; and those which have curriculum or wider implications for the whole staff, where there is wider involvement of others in the decision-making process, an involvement that teachers have come to expect. Both principals expressed the view that they did have a bottom line, that they had to be comfortable in defending their decisions to others (such as superintendents) and that they would only support group decisions if they could live with them. In these two studies, in almost all cases they could, but that was perhaps because of other roles the principals played, such as Team player and Change instigator, described below.

Team player. When it came to working with the vice-principals (as a member of the administrative team) or working with Heads (on committees or in the Heads' meetings), both principals described themselves as fellow players rather than the leader. This may relate to matters such as vision-building, where Linda, the principal of Intelligentsia, described herself as a "player" like anyone else in the evolution, the planning of the vision. This quality was seen as a positive by others: "That's a very positive leadership role played by a principal, in that they [the administrators] have not placed themselves apart from the staff with whom they are trying to work, or to lead". As players, these principals participate as others do, sharing their ideas, taking positions. They expect their input to be regarded as a member of the committee or team, but they expect the other players to be equally regarded as players. The two principals also contributed to the group according to their talents and expertise. Ivan, for example, the principal of Dedication C.I., was interested in brochure design and took major responsibility within a committee

for designing a school brochure. This was not because he was principal, but because he was part of a committee and this was one of his strengths and areas of interest.

Vision-builder. Both principals were involved with change in their schools but neither saw themselves as the main determiners of the change initiatives undertaken by the school. Linda, in Intelligentsia C.I., described how she sees her role, comparing it to taking a journey:

> It is like I am saying "we are all on this journey and I am willing to go with you as long as you keep in this general direction that is developmentally appropriate and holistic in focus". I am not saying "Here is where we are going and I don't care how you get there, just get there". I am saying "We are going and we are going to get where we want to be", but I haven't painted that picture exactly.

There is a general direction than, already determined (by Ministry guidelines, Board plans, and the school plan), and there are established ways of getting there (a process), but there are many different paths that can be taken. Linda has her own personal vision, but she recognizes that others have theirs as well, and she does not feel that her vision should be imposed on others. What she does want is for the staff (particularly, in her view, the Heads) to determine what paths will get to the school best to their ultimate goal which focuses on best meeting the needs of students.

Change instigator. Both principals are not seen as the main initiators of current change initiatives. Ivan, at Dedication C.I., is in his first year, and is building on changes introduced before he came to the school. Linda, although she has been at Intelligentsia for a number of years, is reluctant to bring proposals for change initiatives into the school, believing that it must come from within, and she is perceived as being very skilful at coming up with ideas that would interest and motivate others. Linda's role is one of sensing the ways the Heads are moving, understanding their interests and motives, tapping into these motives and interests as opportunities for specific initiatives appear. A vice-principal, describing Linda's leadership, explained

that at this stage, she is seen as coming up with an idea, floating it by the Heads, saying "This is the way schools should go". He hastens to add that this is not done in a top-down or covert manner:

> I'm not saying that she has to kind of subliminally give them messages that, you know, you guys are ready to take off in five directions and I approve this, and I don't approve the other four. I don't think it's that, I think she's simply there as a person that I see the heads responding to, that they respect her, that they value her opinion and her judgement, so when, when the two groups interact, when the heads and the administrative team interact, I think that there's a filtering somehow that occurs, and what comes out of it is if something that both sides are committed to and are willing to live with and are willing to work towards, but I would have to say that the ideas come from the heads.

This is why "instigating" rather than "inspiring" was seen by a department head as at the heart of Linda's leadership role in this area. She herself admits that she waits for opportunities for initiatives to appear <u>within</u> the school, rather than bring something in from outside: " I am so keen on following this idea of working on the innovations coming out of the life of a school". This leads to her view of empowering others.

<u>Power sharer</u>. Both Linda at Intelligentsia C.I. and Ivan at Dedication C.I. are comfortable with sharing their legitimate power as principal with others. One way this is done is through the sharing of information. Ivan described how important he saw this function, explaining that as principal he has access to information from many sources: the school board, committees he is involved with, businesses that are working as partners in school projects, the Ministry of education, his contacts in the community, as well as from professional readings, conferences and workshops which he attends. He brings this information back to the staff, he circulates it as widely as possible. One of his department heads commented on the value of this: "He is a very, very solid leader and his influence comes from the information that he brings to us about education".

Linda at Intelligentsia describes herself as "very interested

in empowerment" and has taken what she realizes are risks to operate the way she does: "The risks are many, and if you're not a risker and if you don't have a lot of faith in people in whom you have faith -- I have people in this school operating with an extremely long rope, and if they're not with me, I'm in trouble!" She takes the risk because of her trust in the staff, of her belief that "We are very blessed in this school by extremely talented educators", and because of her willingness to rely on these people to come up with sound decisions.

In both schools, there was a general recognition that the degree to which power is shared within the school depends to a very large extent on the principal. Those interviewed appreciated the fact that their principals were collaborative, but seemed not to take it as a given, rather that they were lucky. Linda worried that she might get transferred before the newly formed Heads' Association developed a constitution and a new principal, making different choices, might take away the freedoms that she has given to the group. A fulltime teacher, Head, and current chair of the Heads' Association had the same fear, recognizing the importance of the principal in allowing such shared power arrangements to exist.

The Vice-Principals

All four vice-principals in these two schools operated under guidelines developed by the Progressive Board of Education. That served to provide a common cluster of roles which are usually associated with the vice-principalship, such as responsibilities for timetabling, the physical plant, discipline, assemblies, grade reporting, etc. This was referred to as "the nitty-gritty" of running a school, as what had to be done, but other roles emerged that are not as well understood or recognized and it is on seven of these that this section will focus.

Team player. All four vice-principals saw themselves as team players, as part of the administrative team and as team players on committees. Because of this, it was difficult to unravel the leadership role they did play in the school. An example of this

occurred in Intelligentsia C.I. In the thirty year history of the school, there had never been a retreat where the staff or a portion of the staff went away from the school for two to three days to work together on school matters. The two vice-principals, after attending a workshop and listening to change theorist Matthew Miles, brought back to the school the idea of a retreat, which was picked up in the Heads' Association and held that previous fall. Only by chance was the vice-principals' role in this detected within the study. It illustrates that often in team work the individual contributions of participants become lost. The vice-principals were not generally perceived as leaders, for their contributions were absorbed into administrative decisions (coming from the administrative team, usually through the principal), or through the report and actions of committees (coming usually through the chair). The interviews in this study revealed that vice-principals, although they operate within teams or groups, play more of a leadership role than is generally perceived by the staff.

Instructional leader. All four vice-principals placed a high importance on what happens in the classroom, and how they can support it. All attempted to spend some time in classrooms, usually through their involvement with the teacher evaluation plan, or their supervision of occasional teachers, but when asked what they would change about the job if they could, replied that they would like to spend more time with kids and teachers in classrooms. On an informal basis, vice-principals attempted to make students feel good by commenting on their work, recognize efforts of teachers, just generally show encouragement and support.

In these schools, each vice-principal is assigned responsibility for a number of the departments in the school. In this role, as a member of the administrative team they support departmental efforts and requests from departments or individual teachers within departments for professional development activities.

Providing support for teachers. The four vice-principals were very concerned about providing support which they felt teachers

needed. Ben, a vice-principal at Intelligentsia, explained how he saw his role:

> When there are concerns,... just trying to explain those things, trying to solve their concerns, but I also see being supportive of decision-making, being involved in decision-making, sort of making sure that the environment and the feeling around the school is positive, and the environment in the school is such that these other things can happen.

Part of creating that environment is seen by Ben as ensuring that the staff feels comfortable in the working environment, that they know their opinions are respected, and that they know the administration is listening to their ideas. To ensure this, all four made a point of being easily accessible to teachers, and maintained an open door policy so teachers could speak to them when needed, often without the need of making an appointment.

Vice-principals as learners. Especially for new vice-principals, the amount that vice-principals need to learn appears to be overwhelming. Pam is a new vice-principal, and despite the fact that she has had the benefit of the Board's administrative internship program, she still describes her first year as "Baptism by fire". She is thankful for the help of the other vice-principal (who is very experienced) who has been her teacher and mentor. Committed to her work and conscious of all she does not know, she confesses to looking to answers from various sources, many of them rather unlikely, as in the incident she related of how she sat next to an administrator at a baseball game ("a friend of a friend"), and found that she was discussing with him what steps she could take with a particular type of problem. Since she views her challenge to be that of learning new skills, and since learning takes time and practice, she is hoping that her duties will remain the same for at least the second year, so that she can achieve better mastery of the areas she now has.

High visibility. The vice-principals felt it was important that they be highly visible in the school. Two of the vice-principals were in their first year as vice-principal, and they felt that being visible in the school made them better known to the

students and staff, as Mark explains:

> I think it's probably the most important thing I did in the fall, because I was a totally unknown quantity, not just to the students, but to the staff, and I needed to make sure that they knew that I was around, and who I was, and what my goals and objectives were and that being known to the staff and being around was something that was important to me.

Responder to crises. The vice-principal's job requires one to respond to unplanned situations and crises. For some, the unplanned nature of the tasks is difficult to accept. For Pam, vice-principal at Dedication C.I., where discipline is much more of a concern than it is at Intelligentsia, most of her in-school work is seen as literally putting out fires, or responding to students and teachers needs. Her day is long. She usually arrives at the school around 7:30 a.m. (the other vice-principal is usually there a half hour ahead of her) and she doesn't usually leave school until 5:30 or 6 p.m. Yet, if there is anything to be done that requires concentration, such as a report to write, that is done at home after work.

The Administrative team

The principal and two vice-principals make up the administrative team in both these schools. They operate similarly in both schools, meeting on a formal basis at least once a week and other times as needed. At Intelligentsia there is no agenda for these meetings, "it is just sort of ad hoc", while at Dedication "we each prepare items for a common agenda and we just closet ourselves away and have a go at it". In addition, there are numerous other meetings, with sometimes two and sometimes three of the team getting together. Sometimes this is accomplished while walking the corridors, being visible to students and teachers and keeping an eye on discipline matters. In both schools the idea of the administrative team was seen as very important. Ben, at Intelligentsia, expresses a common feeling found in both schools:

> I'm a team person -- team oriented, so I see it as a team. I wouldn't do anything on my own without letting the principal know and the other vice-principal know what's going on. That's the way I function. I think there's a general feeling ... that

> the admin team in this school feels a camaraderie ... not a "us against them" or anything, but it's just that when you are faced with the day-to-day operation, --- there's somebody you have to go to bounce ideas off, or if you're just fed up with everything and you just have to sit down and talk to somebody, those are the people that you do it with. So, you know, there is a camaraderie there that develops, probably out of necessity....I think that in a high school where you are dealing with students and concerns and fifty to one hundred and fifty teachers, then you need to be working together and feel that there's a common goal.

In both administrative teams, there was a concern that all the team be provided with all the information, "to make sure there's no concerns among ourselves, make sure the exam schedule is being prepared, make sure ... there's no difficulties out there, you know, or anything that we're hearing". At the same time the principal uses it as an opportunity to update the rest of the team with anything that is coming up (from Board or elsewhere). It is seen as an opportunity to be kept up-to-date:

> Up-to-date, all of us, so we're in contact with each other because what often happens is you get so busy that you miss contact -- you just don't have time to sit and think and say "I should tell the principal this" or she doesn't say,"Hey, I should let Ben know this", or you come in and in just a few minutes you can explain something but you haven't really got all the concerns out. It gives us a chance, at the meetings, to sort of air things and talk about things.

Decisions within the team are generally by consensus. At Intelligentsia, in the case where there is disagreement or concerns, the team will usually get more information and postpone the decision-making until consensus can be reached.

In both schools, the administrative team is seen as a closely knit team, as supportive, and as accessible to teachers and heads. At Intelligentsia, the Heads expressed many expectations for the administrative team: that they listen to concerns; that they try to understand the Heads' concerns and if possible, deal with them or work with Heads on them; that they be leaders "in terms of giving direction to teachers, giving help to teachers, making them feel that this is their community, their school, and that their involvement is important". One of the Heads felt that the office

demands placed on members of the team were too great, that there wasn't enough informal administrator and teacher contact, not enough sense of community. His advice to the administrators was that they socialize more:

> There aren't enough occasions when, in a more informal atmosphere, administrators and teachers can get together. And that kind of is important. There's also a tendency in this system to have three groups, the admin, the teachers, and the students. And there has to be occasions when the whole school is doing things together -- where we're inviting the students in to dialogue on lates and attendance and -- bringing the students in and saying, "we've got a vandalism problem here, let's work on it". If the school is truly a community, everybody has to ....I guess what I'm saying is for the administrators to get out of their bloody offices, leave the bloody paper on the side and -- sit down and have a coffee and a muffin with somebody.

Department Heads

Department heads refer to all those who hold positions of responsibility, so it includes all department heads, assistant department heads, and coordinators of special programs. In this paper, the term "Head" will refer to any of the above.

The normal departments found in Canadian high schools exist in these schools, departments such as history, mathematics, English, music, as well as departments that are cross-curricular and thematic, such as International Studies. Major departments have a head, and sometimes one or even two assistant heads. In these two schools, approximately one-third of the teaching staff were Heads, although many were also fulltime teachers since subject areas with just one fulltime teacher, such as in the Visual Arts department at Dedication C.I., the department head was the sole fulltime teacher.

It should be noted that Heads see themselves as teachers, not as administrators. In fact, these studies reveal the difficulty in interpreting responses to researchers' questions about teacher involvement, for involvement of Heads was often seen by administrators and Heads as the equivalent to involvement of teachers. So, it would appear that all Heads see themselves as teachers, but not all teachers are Heads. It is understandable

that Heads should think this way, since the maximum course release for Heads is one course for the year, so that instead of the six courses taught by secondary teachers in Ontario, Heads teach a minimum of three courses one semester and two the other. As previously mentioned, some Heads and Assistant Heads have no course release at all and are fulltime teachers.

Being a Head means occupying various roles within the school. Access to the school's decision-making structure is facilitated since all Heads attend Heads meetings, which will be discussed in the next section. In addition, according to the guidelines for positions of responsibility within the Progressive Board of Education, all Heads are expected to provide leadership within the school, not just in a specific department or program. As a result, in both schools, the Heads were key school leaders in the change initiatives and provided leadership in various ways. This was particularly true in Intelligentsia, where the principal saw the Heads as playing important roles:

> I see the Heads' role as <u>being the front line of curriculum management in the school</u>, whether we are talking about the subjects they're responsible for, or the cross-curricular issues that we're increasingly interested in. <u>The Heads, to me, are the critical players</u>.

Being on the front line of curriculum management requires Heads to act in different roles which will be described below:

<u>Departmental administrator</u>. Heads and assistant Heads assume responsibility for many administrative details pertaining to the department, such as approving examinations, ordering books and other course materials, ensuring there are sufficient instructional supplies, etc. Although Heads feel that teachers perceive this role as a "Joe job", they feel it has to be done, and they're the ones to do it, as Gordon, a Social Studies Head, explains the teachers "expect some kind of smoothness and efficiency", and it's his job to see that it's there.

<u>Curriculum leader</u>. Department heads are expected to provide leadership within their curriculum area. Fred explains his role in this area:

> Within the English department, it's my responsibility to administer guidelines, to make sure that those particular guidelines that the ministry put out are being taught, to participate across the Board in the English Leadership Council, which is the council of English heads, and to make sure that any trends and measures and so forth that are instituted at that level are ongoing within my department.

Part of that leadership may require writing proposals for new initiatives, as Wendy, a department Head in Visual Arts discovered. Responding to the larger efforts at school reform, Wendy saw how Visual Arts could be used to achieve broader school goals identified in the school plan. She explains what she did:

> I wrote up a proposal, and I sent it to the administration, and they looked it over -- they liked it, and they said, basically, go ahead. They're always ... they're very positive, the administration is very, very positive, and they like things that are new and they gave me the freedom to explore the possibilities of new programs, and that really raised -- being a new teacher as well as a department head, that really raised my confidence, because they were saying, okay, here's something new, try it, and I've only received positive results.

Wendy took her idea to the Board consultant, received more encouragement, and than, with three other Heads from the school, attended a series of workshops on introducing an Integrated Arts Program in a school. These workshops appear to have been instrumental in shaping a common vision amongst this group, and has led to cross-curricular themes being developed by Wendy and two other Heads (in Social Studies and English) for the Communications Technology program. What started as an idea grew into a major project with Wendy providing a considerable amount of leadership.

Curriculum & program developer. Heads see themselves as curriculum designers and program developers, as the example provided by Wendy illustrates. Wendy, when asked about her role, replied,"My role as Head of Visual Arts here at this school is to first of all to offer the programs in Visual Arts." This, as already been shown, goes far beyond ordering textbooks and ensuring resources are available. In the three years Wendy has been in the school, she has assessed the program being offered in visual arts,

developed new courses and broadened the program in Visual Arts in order to better meet students' needs. To develop new courses, she has worked with the Head of Music, so that collaboratively they developed a video production course. In developing this program, Wendy reveals a commitment to her discipline and to the students:

> So with the two new technical courses that we have, I'm trying to ensure that the students will come out with top of the line technical knowledge, so they will be given a better chance at employment.

Conflict management. Department heads are expected to settle disputes that might emerge between teachers in the department, between teachers and students, between teachers and administrators, or between departments. Fred saw the role as being an authority figure at times:

> I think they also see the department head as kind of an authority within the subject area and also an authority kind of morally within the department, so when there are disputes and so on, there is one person you can finally come to and they expect that person to make a decision, even if it's tough, and even if it hurts somebody. So there has to be somebody who's willing to do that, to make the tough decisions, because usually in schools people don't like to really head out, you know. You do work with these people daily and you don't want to make enemies and so on. So thank goodness there's somebody around who's willing to say, "OK, this is the way it's going to go, and it's just, you know, too bad that it hurts you like that".

Provider of recognition and support. The department head is in the best position to know what individual teachers in the departments are doing, and part of their role is seen as letting people know they are doing a good job. They are also in the best position to ensure that teachers have input into curriculum decisions, that their ideas are listened to, and that they are provided the support they need. Fred sees it as " There are a lot of details that they [teachers] would otherwise have to deal with and... I see my job as running interference for my department, protecting them, letting them do their job as much as possible". For Gordon, it is part of developing a collegial atmosphere within the department:

> I make it a point of making it a high priority because I feel that if you've got a collegial kind of atmosphere in the department and you deal with a concern that a colleague of yours has, it's going to make for a better department.

He also ensures that new people are made to feel members of the department and that their needs are attended to:

> We have two teachers that are here for the first time, but they feel comfortable talking to anybody in the department. We have two Geography people and there's a senior Geography teacher in that office, and they relate very well. Or if they've got a concern, they come and see me: "Where can I get materials?" "Where can I do this?" and I always pop in with a coffee mug or something, and say "How are things going?" and "How is this class handling?" and "How is that student you were telling me about last week?" and this kind of thing. To raise these kind of interests and concerns I think helps. It makes them, I think, better performers in the classroom.

Colleague and friend. For Gordon, the interpersonal aspects of the role is very important. Success depends, he feels, on the type of people you have to work with. He feels that he is very lucky:

> I'm very very fortunate in that I have not only very competent people, but people that feel comfortable coming to me or other members of the department if they have a problem, or if they have a concern, or if there's just supply and need.

Gordon feels it is important that the Head socialize with the department members. Occasionally, the members of the department go out together for lunch, and Gordon admits:

> They [members of the department] expect you to do things with them in a non academic way, like "We're going out to lunch today as a group", and this is very important with them, they see this as a very important thing, so for me, I guess what I'm saying is that interpersonal relationships are important to them, very very important to them, in terms of making their job as a professional teacher go smoothly, to act as sort of trouble shooter and friend.

Change agent. Heads in both schools spoke of their vision and their philosophies, their commitment to improving programs and courses for the students in their classrooms. Heads interviewed in this study were willing to work hard and fight for their vision of what could be, as this statement from Grant, a social studies Head,

reveals:

> I've got what I hope is a fairly clearly defined philosophy of education, what I want to see happen, and I've never been afraid to fight for that. One of the things that I deeply believe is that we've got to go cross-curricular, that basically the theoretical model which is being done in the elementary and middle school is what we should attempt to bring into practice. I've believed in that for years. At the same time as that, I'm very much committed to Arts based education. It's always been very easy to do that, working from history.... And I think that is the best way to get at students. And so I see the opportunity here within the school, as an agent of change, to work with a supportive administration to bring about more cross-curricular attachments, strings, whatever it is.

Information provider. The administration expects department heads to stimulate the members of the department to think about their jobs in new ways. Using the bureaucratic process set up to develop and implement a school plan, the heads are expected to work with their department in establishing goals and objectives, which are also linked to teachers' personal objectives in the school's teacher evaluation plan. The expectation is also that heads will ensure that information is shared within the department. Wendy explains the expectations for those who attend conferences or workshops:

> A lot of people attend workshops throughout the year, and that's another thing that the heads are responsible for -- is to try to relay that information to the teachers and to other heads. So what we do is, if we go out on a workshop, our job is to come back and provide the material and the information to all staff. An example would be, I went to the Impact conference, to Ottawa, in the Fall. And it was a series of workshops on anything from computers to painting to drawing, and people who gave these workshops were other art teachers from all across Ontario, and it was wonderful -- a wonderful experience and interchange of ideas. Now when I got back, that was after a two day workshop, I gave the information to the heads of what I had learnt. In an informal process, everybody came up to me and, "What did you do in Ottawa?", and a lot of the staff were very ... excited because we were bringing in something new. So it was a very informal exchange to other staff members.

Grant points out that not all heads are the same when it comes to sharing information with their departments:

> It's up to Heads though, to deal with feedback and decision making within their own departments, and as you know, some department heads do it very effectively, some people never tell their departments whatever is going on.

This creates a problem, because within these secondary schools, the departmental route is seen as the best avenue for the flow of information within the school.

The Heads' Meetings

In both schools, the Heads as a group were an important part of the decision-making structure of the school. In both schools, the Heads were responsible for their own monthly meetings and for the agenda. Administrators attended the meetings and could have input into the agenda, but it was run by Heads.

At Dedication C.I., the Heads Meetings are seen as important in making decisions within the school, but Heads and teachers could either choose to go that route or directly to the administration with concerns or proposals. As well, committees within the school are responsible for major change initiatives. At Intelligentsia, the Heads occupied a much more important position in the school's hierarchy. It deserves a close examination as it appears to be a unique organization.

The Heads at Intelligentsia have formed what is known as a Heads' Association. The principal saw the new association starting "as a reaction to Heads' Meetings that seemed unsatisfactory, both from my point of view and from the Heads". From her point of view, for the past two or three years, it had been difficult to get the heads as a group to focus on matters that were curricular in nature and school wide. Since she viewed the Heads as "being the front line of curriculum management in the school", as "the critical players", she wanted them to deal with important cross-curricular matters and important school-wide issues, and she has been therefore willing to give them a great deal of autonomy. Rose, the current chair of the Heads' Association explains how she sees the role of the organization in its second year:

> It's a changing role, because we're coming out of an administrative directed Heads meeting as opposed to a self

> directed role. And I think the Heads wanted to take more ownership for some of the directions and visions and implementations that are going on in the school. I firmly believe that he who has say into what happens, or ownership of the policy process, will support it and move with it, as opposed to having it set down on high.

In Intelligentsia, the major change initiatives in the school are seen as coming from the Heads' Association, and most of the committees in the school are sub-committees of this group. They are a powerful decision-making group within the school, with the full support and encouragement of the principal and vice-principals.

The Department

In both schools, teachers belong to departments. This appears to be an important part of the teachers' social life within both school. Grant, at Dedication C.I. explained that the social aspect of department life affects the energy teachers bring to their work. The Moderns department merged office space with the History dept (since both were part of International Studies), and Grant, in talking of how successful this move has been, mentioned "as long as they bring our cappuccino maker upstairs". He goes on to explain:

> It's all the social things -- like we went out, there was a sale at Simpsons and we bought a cappuccino maker as a reason to get people together -- people from other departments will come in and have expresso with us. You have to look at the social side of things, treat people as people, and then you're going to get all kinds of work.

Gordon, at Intelligentsia C.I. is equally concerned with the social side of departmental life. He spoke of the value of humour in establishing the social setting, especially at the start of the day, when there are usually a few jokes before the day starts. Communication breaks down during the day, there's just not time because teachers "are dealing with the nuts and bolts of doing your job". The department members usually spend time together also at the end of the week: "Every Friday afternoon, we get together in the office and just joke for a half hour, or whatever, let it out of our system. And it's good, because a lot of concerns are raised, and dealt with right away."

As the Heads are perceived as such key players in Intelligentsia C.I., it is not surprising that efforts are being taken there to improve the departments, so that they can be more efficient. One such effort is to make regular times for departmental meetings. At one time, departments tried to meet at lunch time, but there were always other events going on at the same time. A department head came up with a suggestion that has been put into effect, which lengthened each school day over the year by a couple of minutes (to ensure that Ministry guidelines regarding class time are followed), and which permitted a half hour prior to staff meetings for departments to meet. On days there are staff meetings, students are dismissed at 2:00, from 2:00 to 2:30 there are department meetings, and the staff meetings start at 2:45. This means that departments now meet regularly for thirty minutes each month. Rose saw this as a very positive move:

> That has forced departments to set agendas, at least once a month, to have a communication of something within their own department, whether it's a professional development thing, or whether it's the business of the school, or whatever. And that has proven to be very, very positive, very positive. You know, we got a notice saying that all of our meetings are suppose to be held in the first week of the month next year, the first question that came up was " Are we still going to have that half hour for department meetings?" So that has proven to be a very positive thing. So when that's happening, the department heads themselves are now taking more of a leadership role within their department, as opposed to just curricular.

Committees

Both schools have committees, but they are set up differently in the two schools. In Intelligentsia C.I., most committees are sub-committees of the Heads' Association, which usually has six or seven sub-committees operating at any given time. Although they are set up through the Heads' Association, the principal plays a key role in ensuring that there is representation from different viewpoints, including those who are perceived as negative to the ideas under discussion. The collegial way in which Heads and administrators are working together in the Heads' Association

facilitates this input from the principal.

At Dedication C.I., there is no equalivalent to the Heads' Association, and committees assume a much more important decision-making role in the school. The normal way for teachers to become school leaders is through committees:

> They're welcome to be part of many of the committees that we have in the school, they can have major input into making a set of recommendations, to go through heads, so they play a very important role. So, you know, they are not just source data type of thing, they are active participants, if they wish to be.

In Dedication C.I., one committee has been particularly influential and has been operating for two to three years. It began with casual talk around the school on a number of issues: team teaching, project work, use of themes, integration of cross-curricular objectives into units, collaboration among teachers, computers across the curriculum, an arts across the curriculum focus. Through the interest of key individuals, there was interest in using technology with the arts, especially photography, video, and computers. As well, the staff was concerned with implementing the Ministry's policy on de-streaming. All these issues were brought together under first a committee dealing with the Integrated Arts which evolved to a committee on Communications Technology.

The Integrated Arts Committee, from the beginning, kept things informal and shared leadership responsibilities:

> We set about, right at the beginning, that we had Integrated Arts that met about once a week at the beginning, and what we all felt was that one person should not really chair -- that we should each take turns in defining the agenda, and asking each other what they want from the agenda and what we should be talking about. But there was no one person that took over and acted in a leadership role. And I think that's why it works with us -- it might be the meshing of the personalities, but I really doubt that the Integrated Arts program would have survived this long if we didn't allow each other's strengths and appreciated them.

Although the principal has changed, the committee has continued to grow and develop. The change from Integrated Arts reflects a new focus since the new principal, Ivan, arrived. The committee is

basically the same people, with the addition of the new principal, and the change to Communications Technology is described as a natural evolution, tied to the school's plan, and allowing the school to meet the criteria for the Ministry's Funds for Technology initiatives. The principal's role has been one of helping the group become more focused and directed.

The Staff Meeting

In Intelligentsia, staff meetings are held monthly. They are not perceived as major decision-making sessions, but rather times when staff gets together often for professional development activities. Any teacher can have items added to the agenda simply by giving it to the secretary who is responsible for making the arrangements. There was little said about the influence or effects of these meetings by those interviewed in the study. One person was rather cynical about the use of outside resource people:

> There is a kind of a packaging of educational presentations that goes on. There's usually some person who is tired of teaching (laughter) and wants to make a lot of money in a hurry, and so on, and they put together some -- a set of overhead slides, and peanuts cartoons, and things like that, and they come by staff meetings -- you know, people hire them to do this.

At Dedication C.I. the staff had decided the previous year to hold staff meetings once every two months, allowing for lengthier professional development sessions. Ivan, the new principal, does not agree, although he has allowed the practice to continue for the first year. He explains his ideas for these meetings:

> There's a need on a more regular basis for us to meet as a whole group, for me to be able to make some announcement to staff, to say some things that need to be said, for them to say things to me. And maybe a short question and answer period, but that needs to occur on a more regular basis than every two months....I felt that having a professional development session for an hour and a half to two hours, at the end of a school day was too long. Much better to have more frequent meetings, have a 20 minute interchange, and then an hour, finish.

Ivan has adopted a consultative model to change this practice, rather than mandating a change, although he has already won

considerable support from the In School Advisory Committee (ISAC) which has been set up as part of the teachers collective agreement. It appears that the meetings will be monthly in the next year. The staff meeting seems likely to retain its position, however, in the decision-making process within the school, and not be a major decision-making body. Grant's summary of the status quo appear to describe what the future role will be as well:

> I have seen in the staff meetings that we have had here , where things are brought to staff for discussion, usually for rubber stamping, for most of it is done in the Heads. Most of the staff meetings here are PD oriented -- Information and PD rather than discussion of issues.

LEADERSHIP AND CHANGE

Two schools, both secondary, both alike in many ways, and yet, on closer examination, they are so different in how they are run, how decisions are made, and how the staff is involved. By looking at one change in each school, this section will outline briefly the leadership roles, showing that leadership for change in these two secondary schools is truly a team effort.

Dedication C.I.

Communications Technology

This is a cross-curricular program initiative with strong emphasis on technology through computer music, video production, photography, computer studies, dramatic arts, visual arts, history and International Studies, and English (media studies). The heads in these areas work together to develop and implement cross-curricular theme units in the Arts with a thorough base of computer and technological literacy.

The Leadership for Communications Technology

Stage 1: Casual talk. The idea began with "casual talk around the building", all of it positive. Wendy, head of visual arts, explained that "It wasn't as if people felt trapped in the classroom, but to maximize our teacher strengths, and because we got along so well as a team, we felt that it would be most beneficial to students if we capitalized on the feelings that we

had. Everybody was so positive and we wanted to do things that were project based and theme based". This led to the creation of an Integrated Arts Committee, made up of interested Heads from Visual Arts, Music, Drama, Computer Studies, and History. From the beginning, the committee has shared leadership roles, with rotating chairs and equal responsibilities.

Stage 2: Principal Support. Early in stage one, the principal was approached for help in getting started, and she arranged for a team of five heads to attend the Board workshops on Integrated Arts. The five heads were selected on the basis of their expressed interest, and involvement in the Integrated Arts Committee. The principal explained that the committee had so many heads because departments are so small that the head is the only teacher in three of these five areas. The committee also visited other schools interested in an Integrated Arts program.

Stage 3: The Board workshops. The Board provided ten to fifteen sessions, that were from three to five hours in duration, on introducing an Integrated Arts program in the school. The result of this was:

> We had a very, very common vision, you know, the Heads as well as myself -- the common vision was that we wanted to try to break down the barriers of the classroom and break down the barriers of teaching a subject, and keeping it isolated from the school. Because we found that there was so much overlapping from departments -- like, if I was studying Renaissance Art, I -- just by talking to the History teacher, then he or she would say, "Well, I'm doing the Renaissance. Why don't we do something together?" And I thought, you know, that would be more dynamic, and it would be better for the student, because it would make more sense for him to -- although he'd be getting two different - like two different areas of study, it would be blended, and integrated.

Stage 4: Expansion of the Visual Arts program. Concurrent with stage three, Wendy was being encouraged by the administration to broaden the program in Visual Arts. A new teacher when this started, first year in the school and fifth year teaching, she spoke of her personal vision which was why she became a teacher, and felt that she could offer a solid program which would help the

students, but she needed the encouragement which the administration provided: "They gave me the freedom to explore the possibilities of new programs, and that really raised -- being a new teacher as well as a department head, that really raised my confidence, because they were saying, okay, here's something new, try it, and I've only received positive results". She also worked with the Board's consultant for Visual Arts, who was also very positive and encouraging. New courses were developed and, in year three, another fulltime teacher was to be added to the department.

Stage 5: Pilot units. The committee decided that they would develop and implement a couple of units. Three teachers, from art, history, English worked on a project together for a month and a half, and developed a cross-curricular unit which Wendy described as being very successful: "We started a couple of theme units last semester, and they worked tremendously well. We had a lot of success with those".

Stage 6: New Principal/ Ministry Grants for Technology. Two major events changed the nature of the initiative. A new principal arrived and the Ministry announced funding for projects in Technological renewal programs. Both were major influences on the committee, which now adopted a new name, Communications Technology committee, reflecting a new focus. The nucleus of the Integrated Arts Committee remain, but two new members are added (the Head of theatre and an English teacher), plus the new principal. In one year, the committee work involved:

1. Discussion within the committee. There was a lot of discussion where ideas were placed on the table and talked out.
2. Contacting outside resource people. Contact was made with outside resource people: in business, Commodore and Sony companies; and at the board, the consultant responsible for partnership ventures with business and industry, as well as with the consultant for technological education. The committee consulted with these people on possibilities and future directions.

3. Contact with other schools. Some members of the committee contacted other schools to find out what they were doing in communications, integrated arts, computers, and technology. That information was brought back to the committee for further discussion.
4. Development of theme units. Units were developed and implemented by committee members.
5. Feedback/evaluation of the units. The units were evaluated by the committee.
6. Refocusing. The committee looked at the unit evaluations, looked at course offerings, re-examined how they could integrate more fully, and re-focused their plans. As part of this exercise, the principal asked that they develop anticipated student outcomes and student evaluation, as well as what professional development would be needed, and link this to the school plan.
7. Focusing of grants. The committee (in particular the principal) found out about the grants for communications technology and the committee made a decision to pursue that avenue.
8. Re-evaluation. The committee is examining the constraints imposed as a condition of Ministry funding under communications technology, and re-evaluating their goals in program development and cross-curricular initiatives.

Stage 7: Communication to all teachers. Wendy, a member of the committee, sees the role of the committee members changing. The challenge she sees is "How do we get other members of the school committed to the idea as well, and committed to the philosophy?" Not having the learning opportunities that the committee members have had, Wendy is aware of the needs of others in the schools: "Although people know about integrated arts, they don't really have a very firm sense of what it's all about, and I think that's what my role is, is to try to get that across to the

other members of the staff." There is also a realization that the school's other major initiative, International Studies, might be pulled into Communications Technology. If this happens, the school's two main initiatives might very well become one as the committee works through what exactly the goals and objectives are. It's an evolutionary process, and seems headed in that direction.

Intelligentsia C.I.

Identification of Student Outcomes.

The Heads Association at this school has identified four outcomes for the ideal graduate of this school, and plan to develop outcomes-based education as part of the objectives within the school's strategic plan. The four outcomes for the ideal learner are: 1. Attitude (Dealing with problems in a constructive, healthy way); 2. Resource management; 3. Theorizer; 4. Monitoring of self and others. At the time of this study, the Heads were in the process of clarifying what this initiative is about, and what these outcomes mean across disciplines and at different grade levels.

Leadership for the Initiative

The principal admits that the change initiative is unclear: "I know it is unclear because we have been struggling with this and we are not there yet". The Heads decided to focus on the grade nine students initially, and thereby link this initiative to the de-streaming initiative promoted by the Board and the Ministry. The Heads have already had a presentation on the process of developing outcomes, and just prior to the interviews for this study, attended a weekend retreat of Heads in which the four outcomes were examined and clarified. The idea for this initiative came from the Heads, a vice-principal explains:

> They decided that they would look at Outcomes Based Education. Like, what outcomes do we want the kids to have? And then we get into discussions of outcomes at grade nine, and grade thirteen, and what's the difference? And they get into that kind of discussion to a degree that you are really going to break it down. There is a lot of time and a lot of discussion, because there is resistance to change, and

> anything that is different or breaks the routine, you need to discuss it and you need to hear the concerns. And it takes time to hear those kind of things.... So the Outcomes Based idea emerged from them [Heads], that was their idea, they wanted to look at that.

Tracing the development of this initiative and the leadership behind it is difficult because it is at a beginning stage. At the time of the study, the school staff had agreed to work on outcomes-based education, seeing it as the way to approach de-streaming, even though everyone was unclear on what it meant. It had been incorporated into the school plan. The initiative was in its first year when the interviews were conducted, although it had been discussed in the Heads' Association meetings the previous year.

Up to the time of the study, the discussion of outcomes-based education had been restricted almost exclusively to the administrators and those holding positions of responsibility (and thereby members of the Heads' Association). The whole initiative was seen as a project of the Heads' Association. The stages it appears to have followed are:

Stage one: General unease. This is a very professional staff, concerned about delivering an excellent program. There was a concern about how best to do this, especially in grade nine, which had only recently been added to the school. Added to the pressure is the Ministry's decision to de-stream in grade nine, so the staff was concerned with what this meant and how best to do it.

Stage two: Heads' Association interest. A number of people on staff, most notably the principal, had prior knowledge of outcomes-based education. The idea was raised amongst the Heads and the administrators, it was talked about, and than the Heads' Association made a decision to seriously look at it.

Stage three: Presentation on developing outcomes. A resource person gave a presentation on the development of Learning Outcomes to the Heads' Association.

Stage four: Heads' Association decides on focus. The grade nine students were decided upon as the starting point, partly

because of the de-streaming initiative.

Stage five: Outcomes Based Education in School Plan. Somewhere between stages one and four, the general concept of outcomes based education was incorporated as an objective in the School Plan, even though most admitted they were unsure what it meant.

Stage six: Vice-principals attend workshop. The two vice-principals attended a workshop with change theorist Matthew Miles. They came back enthusiastic about the idea of a retreat.

Stage seven: Focusing. The Heads' Association decided that developing a more holistic picture of the learner and the identification of learning outcomes in knowledge, attitudes and skills was the starting point.

Stage eight: Proposal for retreat. The administration met with the executive of the Heads' Association, and with the support of the Principal, the proposal for a Heads' retreat developed. This would be at a site away from the school and involve Sunday and Monday.

Stage nine: The Retreat. The retreat was held, the first one ever in the thirty year history of the school. A picture of the ideal learner was developed, and the principal explains that they identified "a nice cluster of outcome seeds".

Stage ten: Sub-group: The plan is that the Heads' Association will continue and develop an implementation plan. A sub-group (which includes the principal) will put "the seeds" into the language of student outcomes, "so they are clearer and a little more fleshed out".

Stage eleven: Clarification of terminology. In this school, those holding positions of responsibility are expected to provide leadership within their department and within the school. As part of that role, Heads are clarifying what the terminology means in outcomes-based education, and attempting some curriculum initiatives themselves so that they will be in a position to support teachers.

Stage twelve: Workshops for teachers. Planning has started on a workshop for teachers to be held at the end of the year. At that

time, the hope is that the members of the Heads' Association will be comfortable with concepts in outcomes-based education, and able to provide support and leadership within their departments and the school. A draft of the learner outcomes will be ready, allowing the whole staff to have opportunities "to influence what gets taken out or put in".

Future plans. This depends to a large degree on the implementation plan developed by the Heads' Association, although the principal anticipates that a number of committees will be set up, with representation from the whole staff.

Leadership for Change

The Principals

In both these initiatives, the principals played significant roles. Linda was earlier described as an "instigator", one who floats ideas by others, allowing the staff to pick up and decide on what they see as appropriate, rather than one who mandates change from the top. This appears to have been what happened with the outcomes-based initiative. For Ivan, there was an initiative already underway in the school, the Integrated Arts project, but Ivan saw how it could be accommodated under the Ministry's new initiatives for funding projects in technology education, so he worked with a committee, building on what had already been done. Both principals were unclear as to the final outcome of these projects, but both had faith in the teachers they worked with, were confident that a collective vision would evolve that would be appropriate, and were comfortable with being unclear, seeing it as part of the process. What these principals were clear about was the process of working with others. In the earlier discussions on their roles, they revealed that they shared decision-making, provided direction and focus in the group and committee meetings, and kept the initiative moving. In both cases, the school plan determined priorities and gave the principals the focus they needed when dealing with competing proposals for change.

The Vice-Principals

Of all groups, this group is the most invisible in their

leadership role. Seen primarily as those who keep the school running, their leadership contributions often get lost in administrative decisions and the ideas that emerge from others. Yet, the idea of the retreat at Intelligentsia came from the vice-principals, and in both schools the administrative team was involved in all aspects of school life. Their support of change initiatives is often embedded in the efficient operation of the school, in creating an environment where others are willing to take risks and bring about program change, as Wendy did in Dedication C.I. . Other times, it might be found in being flexible and creative with timetabling, showing that with cross-curricular initiatives (as in communications technology), it is possible to develop core courses that cut across disciplines.

The Heads

There is little doubt but that in both these schools, the Heads are "the critical players". Those holding positions of responsibility, even if they were fulltime teachers as many of them were, were school leaders in the change initiatives. The vision for the change evolved primarily with this group. It grew out of their professionalism and their commitment to students. Whether they were organized into a fairly independent Heads' Association (as in Intelligentsia), or served on school wide committees (as in Dedication), it was from this pool that most of the leadership for change emerged.

The Teachers

There was little indication of school wide leadership by teachers who did not hold positions of responsibility, and what did exist was usually tied to subject expertise (i.e. computers, physical education). This does not indicate criticism. In fact, the teachers were praised for their professionalism, their dedication to teaching, their efforts in the classroom. It appeared more that some teachers preferred to stay within their classrooms and received their psychic rewards there; that they were not negative, just not interested in committee work.

At Dedication, there was more interaction between Heads and

teachers, in fact it was difficult to distinguish them as most of the Heads were fulltime teachers, and there seemed to be broader dissemination of information throughout the school. This is probably related to size, since Dedication has only three/fifths the size of Intelligentsia. In Intelligentsia, there was a sense of separation, of the Heads' Association having much more access to information than those who were line teacher, dependent on their department head for information.

The External Influences

The change initiatives in both schools were influenced by external policies and directions. The Ministry's policy on de-streaming was a major influence in both schools, although the response to it was quite different, reflecting the school's staff, students and community. The School Board's influence was obvious, through the mechanism of the school plan, through their workshops, through their mission statement, through their consultants and other resource people. And in both schools, the community was a large determinant of what change initiatives were attempted: for the academically motivated community, an intellectual initiative at Intelligentsia, with a focus on higher level thinking outcomes; for the multicultural, needy community at Dedication, initiatives that allowed students to communicate better through means other than language, and which allowed them to use their own ethnic roots as they grew into new Canadians.

CONCLUSION

This paper began with an examination of the changing nature of leadership, and discussed how little is known about leadership practices in today's high schools. As was pointed out, although there is talk of administrative teams and advisory committees, little is known of the leadership role of principals, vice-principals, department heads, and teachers, under the new models. Transformational leadership was examined as a developing theory of leadership which might prove useful in examining what was happening in secondary schools.

These two schools are being transformed. There were multiple

changes underway, and the schools were successfully dealing with the challenges that these changes necessitated. In both schools, there was not one leader, but many leaders, and in these two schools, we find images of what leaders do to transform life within the school.

There is a story about five blind men who each touched a different part of an elephant, and who than described it. Each was partially right but the total image of the elephant that they projected from their limited information was totally wrong. In many ways, leadership studies in high schools suffer the same fate. Too often, the research is focused on one role, that of the principal, and many other dimensions of leadership are not seen, leading to a false picture of what leadership in the school is all about.

By interviewing an assortment of school leaders: principals, vice-principals, department heads, assistant heads, fulltime teachers; and by looking at the whole context for change within the school, it becomes apparent that in these schools, there are many leaders involved with planned change initiatives, and that leadership is not tied to level or position.

Does the theory of transformational leadership have anything to offer in our understanding of what is happening in these schools? To answer this it is useful to refer to the key practices associated with transformational leadership discussed at the beginning of this paper.

Identifying and articulating a vision. There was not one leader but many leaders with vision, and a common vision for an initiative evolved after time, and after much talk among many people. Those who inspired others were not extraordinary -- they were fulltime teachers like Wendy and Grant who helped pull the Integrated Arts project together and were than working on elaborating that vision into the communications technology project. What they achieved, through their dedication and vision, was extraordinary. But neither saw themselves as leaders. Instead they saw themselves as teachers, working together on an exciting

new approach that could help their students.

Providing an appropriate model. Leaders that set examples for others to follow that are consistent with the values being espoused were numerous. Linda, principal of Intelligentsia, had a vision of a collegial workplace, where department heads and administration would work together on school-wide issues. Her own practice modelled this value, for she shared decision-making with the Heads, she gave them the autonomy to make choices, and she showed that she respected them as professionals. So did many others, including the Chair of the Heads' Association, who worked with the principal as an equal and colleague, recognizing that although the principal had legitimate authority and rights, in other ways she was a fellow colleague interested also in doing what was best for students.

Fostering the acceptance of group goals. In these two schools, the principals seemed to be the leaders most concerned with creating an acceptance of group goals. By the very nature of their positions, they had a larger picture. They were informed about Ministry and Board directions, were the main liaison between the school and the community. They had a clearer vision of the process, of what it meant to take a change initiative proposal and work it through funding and implementation. They were the ones who expressed concerns about the involvement of people with different perspectives, of the need to talk things through and yet still meet timelines.

High performance expectations. Throughout the leadership of these two schools, there were high expectations for what others would do, there was trust in the abilities of others. Both principals felt privileged to be working with such professional staffs; the administrators were recognized as supportive, willing to do all they could to support the change initiatives underway. The administrators were willing to take risks in allowing decisions to be made by committees, a risk which was based on trust, knowing that those involved also wanted what was best for students and would not violate that trust.

Providing individualized support. Many of the school leaders

saw themselves as important in supporting the individual teacher. Department heads saw this as an important part of what they could do, since they were closest to the teachers and could make personal contact often. Administrators saw this role as crucial, and ensured that they had an open door policy so that teachers would always feel free to discuss problems or celebrate successes. An outstanding example of individualized support was provided within the administrative team, where the team members supported each other.

Intellectual stimulation. New ideas abounded in both these schools. All those who attended workshops or conferences were expected to share what they learned with the whole staff when they returned. Resource people from the Board, or the larger educational community, were also important. However, it was the principals especially, and the vice-principals to a lesser degree, who had access to information from Ministry, Board and from personal networks or reading, who were seen as important providers of information. Within departments, the Heads felt that it was important to keep their members informed of discipline related information: new ideas, new trends, new guidelines.

Transformational leadership appears to be a useful and appropriate conceptual framework to examine what is happening in secondary schools, as long as it is understood that it is not one leader but many that contributes to transformational leadership. To be understood, transformational leaders must be seen in the context of the whole school, where it becomes evident that successful change is truly a team effort.

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Table 1: Comparison of the two schools

INTELLIGENTSIA C.I.	DEDICATION C.I.
High SES	Low SES
Highly motivated, university bound students	Immigrant, needy, ESL students
High parental involvement	Low parental involvement
1050 students & waiting list	604 students & need to attract students
Female principal	Male principal
70 teachers	43 teachers
2 vice-principals	2 vice-principals
Major initiatives: Identification of student outcomes, MACS program, computers across the curriculum, cross-curricular focus. Unofficial initiatives: Intentional learning strategies & Benchmarks	Major initiatives: Communications technology & International Studies
Heads as critical players	Principal at bottom of inverted triangle

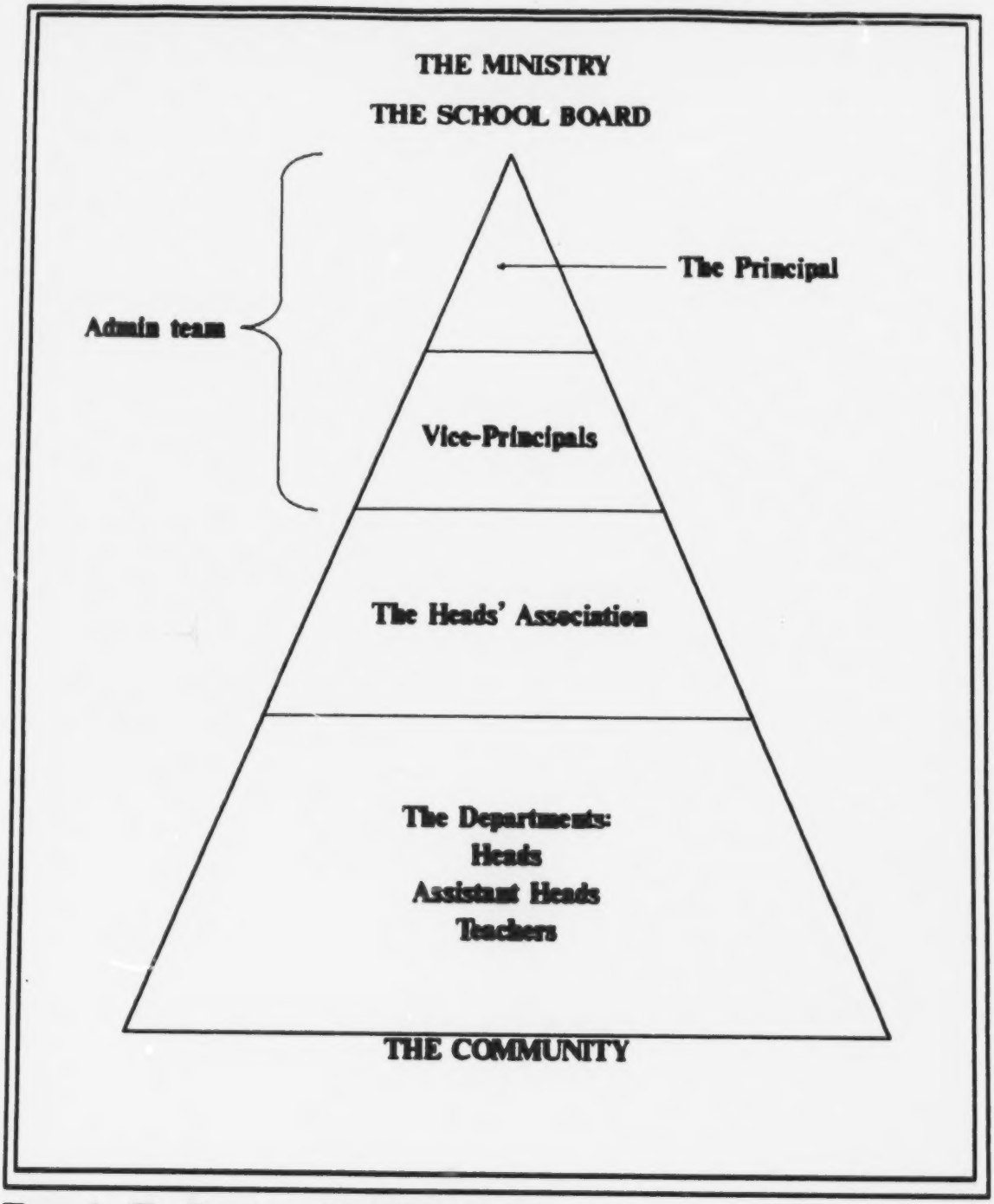

Figure 1: The Structure of Intelligentsia C.I.

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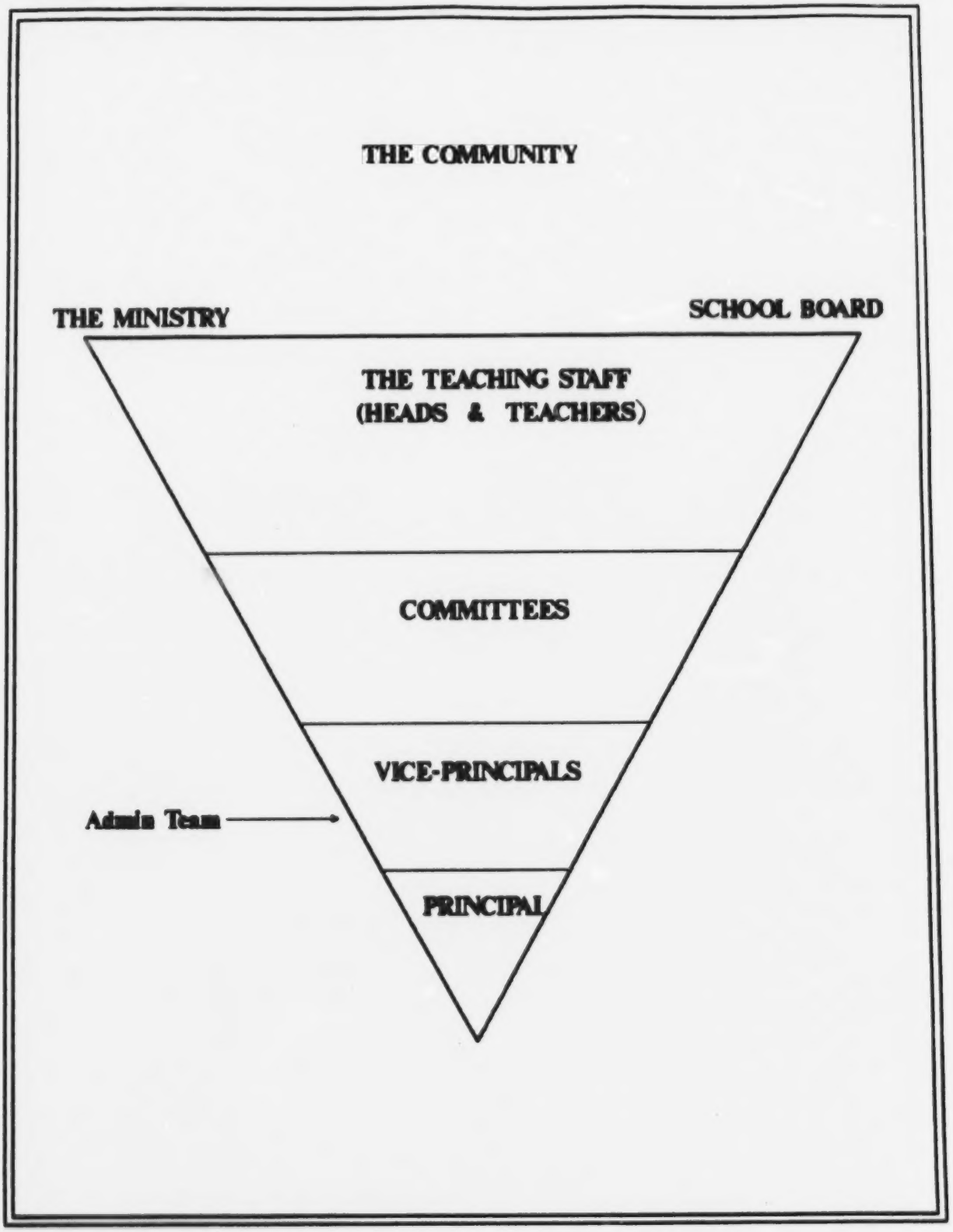

Figure 2: The Structure of Dedication C. L

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